

COMPREHENSIVE PROGRAM REVIEW

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Rosio Bugarin Pedroso

Division: Division 50 - Career Technical Education

Department: Community and Contract Education

II - CO-CONTRIBUTORS

- 1) Rosio Bugarin Pedroso
- 2) Maribel Galvez
- 3) Click or tap here to enter text.
- 4) Click or tap here to enter text.
- 5) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Gavilan College Community Education extends the College's core mission by offering accessible, non-credit courses that foster lifelong learning, personal enrichment, and workforce skills for community members of all ages and backgrounds. These community-oriented programs include practical classes in health and fitness, professional development, business, arts and crafts, career training (e.g., Emergency Medical Technician, Certified Medical Assistant), and personal interest areas, delivered both in-person and online to accommodate diverse needs and schedules. Courses are designed to engage learners outside traditional degree pathways, promote skill-building, and support personal and professional growth in a flexible, inclusive environment.

This Community Education program directly supports Gavilan College's mission to "cultivate learning and personal growth in students of all backgrounds and abilities through innovative practices" by providing community learners with opportunities to

explore new interests, enhance existing skills, and prepare for career advancement outside traditional academic frameworks.

The program's structure — with a broad catalog of short-term, accessible courses — reflects the College's commitment to critical thinking, lifelong learning, cultural understanding, and community service, core values emphasized in the mission and Principles of Community.

By welcoming learners from the broader community (not just enrolled degree-seeking students), Community Education increases accessibility and strengthens community engagement, key strategic goals of Gavilan College. These offerings create pathways for adult learners to pursue skill development, enhance employability, and engage in personal enrichment, reinforcing the college's role as a community resource that empowers individuals to meet their educational, personal, and economic goals.

In summary, Community Education contributes to institutional mission fulfillment by expanding learning opportunities, promoting inclusivity, and enriching the broader community through accessible, relevant, learner-centered programming.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Goal 1: Improve employment that provides living wage by 3% within 3 years: This goal is from 2022-23; we have not tracked this information formally and will work to establish a comprehensive system to collect job placement and wage information for our not for credit students.

Goal 2: Increase achievement pass rates by 5% within 3 years: It is unclear if the rates are met as we do not have historic data to track.

Goal 3: Improve equity outcomes by increasing course/program participation in targeted populations by 5% within 3 years: This goal is from 2022-23 and we have not systemically collected demographic data to measure whether we have met this goal or not. We will institute a comprehensive data collection system to ensure those who are under serviced or under presented in program areas are addressed.

Goal 4: Increase partnership with outside agency Work 2 Future: We have met this goal as we now have regular check in meetings.

3.

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4. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Our phlebotomy program is currently being updated and will be submitted to the NHA for certification. Once approval is received, we will be able to relaunch the phlebotomy program.

The CMA program was revamped this year. We hired faculty to teach these courses and ended our contract with Medical Training Solutions, which previously served as the contractor for both programs.

In addition, we added a new EKG program. This one-week course prepares students for the national certification exam. We plan to offer the program at least twice per semester and once during the summer.

Through the ELL Health Care Grant, we are also offering an EMT course as part of our program expansion.

Our community programs—ranging from one-day workshops to multi-week courses—continue to be offered three times per year.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#) .

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Community Education data for short term certifications has not systematically collected this data. We are in the process

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2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

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3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

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Success

The following questions refer to data regarding student achievement. To access instructional

program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?
Click or tap here to enter text.
5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)
Click or tap here to enter text.
6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)
Click or tap here to enter text.
7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).
Click or tap here to enter text.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?
We do not have data in Argos as we run a separate registration system. We will work with IT department to establish a link between our program and banner.

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2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

This does not apply to us.

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3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse,*

Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism."

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

We have implemented a mandatory orientation for all short-term programs to better prepare students for program expectations and success. In addition, we have hired a culturally representative group of instructors for our short-term certification programs, many of whom are bilingual and from the communities we serve.

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4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

With the implementation of mandatory orientations, we now ensure that students apply to Gavilan College so they can access the full range of student support services. As part of the onboarding process, students receive a tour of the tutoring center and are introduced to the various academic and student resources available to them. Previously, students in short-term programs were not required to register with the college.

This enhanced onboarding process ensures that students are aware of the resources available to help them overcome obstacles or challenges. In addition, we offer tutoring support for students who need targeted assistance in their short-term certification courses. Instructors are responsible for identifying students who may need additional support and communicating those needs to our Senior Program Services Specialist for follow-up.

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VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area? (We do not use CurriQunet)

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? Choose an item.

2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? Choose an item.
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? Choose an item.
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? Choose an item.
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest? (We do not use CurriQunet)

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?
Click or tap here to enter text.
2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
Click or tap here to enter text.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
Click or tap here to enter text.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We are working to increase our offerings and seek to include surgical technicians and dental hygiene certification in the next couple of years.

Click or tap here to enter text.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Not applicable

Click or tap here to enter text.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The short-term certification courses are offered typically on Fridays through Sunday to accommodate the needs of the population we serve who typically work either full or part-time. The majority of programming is offered in Hollister

Click or tap here to enter text.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 0

Number of Part Time Faculty: 4

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 2

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 2: 2024-2025

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 2

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 0

Number of Full Time Classified Professional: 1

Number of Part Time Classified Professional or Student Worker: 2

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)

This does not apply to us. No one is projected to retire and there are no reassigned time or

grant commitments.

Click or tap here to enter text.

3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. **For annual college budget request appropriations, reference your previous three-year plan and annual updates. Do this for the last three years.**

Select Year 1: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 300 students so far

Total Allocation (Irrespective of Funding Source): \$1,036,76 **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): \$292,216

Click or tap here to enter text.

Select Year 2: Choose an item.

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 400 plus; I was unable to pull data for this year.

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

Select Year 3: Choose an item.

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?* 400 plus; I was unable to pull data for this year.

Total Allocation (Irrespective of Funding Source): **Click or tap here to enter text.**

Funding Source (**select all that apply**)

Unrestricted General Fund: ☐

Grants & Categorical Programs: ☐

Other Funds: ☒

Total Spent (Irrespective of Funding Source): **Click or tap here to enter text.**

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

Funds used covered instructional and classified salaries, materials and supplies, and peer mentors as well as janitorial staff to cover weekend facility use.

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3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Community Education typically is in the black meaning revenue covers more than expenses.

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XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years?

Over the next three years, the Community Education Department will work closely with the Short-term Training & Skill Building pathway to continue providing students with opportunities to complete short-term programs that support rapid entry into careers. As part of the CAP team, we will design and deliver activities that promote student success, persistence, and program completion.

We also plan to systematically embed job readiness components across our short-term programs, including job applications, résumé writing, and mock interviews. These enhancements will better prepare students to transition into employment and advance along their educational and career goals.

In addition, we aim to increase awareness of Community Education short-term programs within Continuing Education and develop more streamlined bridges for students who wish to transition into credit and noncredit coursework after completing these programs.

(200 words or less)

Click or tap here to enter text.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important

subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

Click or tap here to enter text.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**

Post-pandemic, we have transitioned to fully in-person instruction for our short-term and community education programs. While we value the flexibility that remote delivery provided, we found that hands-on learning, direct engagement, and in-person support are especially critical for student success in career-focused programs.

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3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

One key issue that is likely to remain—and may be exacerbated if not addressed—is limited staffing capacity to support the expanded scope of our short-term healthcare programs. We have terminated our service contract with Medical Training Solutions, which previously provided instruction and program support for both the phlebotomy and CMA programs. This decision aligns with our long-term direction to ensure higher quality instruction, stronger student services, and greater program oversight. However, this shift also creates an ongoing operational challenge: responsibilities that were previously handled by the contractor, particularly externship coordination and related student support, now fall directly on the department. At this time, the program is supported by one full-time Senior Program Services Specialist and a Director whose role is split across two different areas. This staffing structure is not sufficient to absorb the additional workload required to manage externships, employer partnerships, student tracking, and program logistics at the level needed for student success and compliance.

To effectively support program growth and ensure high-quality outcomes, an additional staff member is needed to assist with externship coordination and ongoing program operations.

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XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and

student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points compared to the 2024-2025 baseline, by the end of the Spring 2027 semester.**
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester.**
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal 1 (*One Sentence Limit*):** By June 30, 2027, Community Education will collaborate with the IT Department to design, test, and implement a streamlined process to transfer Community Education enrollment data into Banner, improving student tracking, reporting, and access to college resources. *Click or tap here to enter text.*
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Click or tap here to enter text.**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:

This goal directly supports the college mission and strategic priorities by strengthening equitable access, improving student services, and enhancing institutional effectiveness. Developing a system to transfer Community Education enrollment into Banner will allow the college to more accurately track participation, outcomes, and student needs across short-term programs.

Aligning Community Education enrollment with Banner supports the Strategic Plan by improving data-informed decision-making, increasing access to student resources, and strengthening pathways between noncredit and fee-based programs. This goal also responds to SLO/SAO results indicating that students benefit when onboarding and support services are consistent and when staff can identify and respond to barriers

in a timely way.

By improving enrollment integration and data visibility, this goal will strengthen student support, streamline reporting, and ensure Community Education students are more fully connected to Gavilan's resources and success infrastructure.

- Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - **Convene a planning team:** Meet with IT, the Director, and the Senior Program Services Specialist to define the project scope, timeline, and roles.
 - **Review current enrollment process:** Document how Community Education enrollment is currently collected, stored, and reported (including any forms, spreadsheets, or platforms used).
 - **Identify required Banner data elements:** Determine what enrollment information needs to be transferred (student identifiers, course/program, term, dates, fees, etc.).
 - **Develop a workflow for enrollment entry:** Decide whether the process will be automated, semi-automated (upload/import), or manual entry with standardized procedures.
 - **Create a data transfer method:** Work with IT to develop the technical solution (ex: import file, integration tool, or Banner form/process).
 - **Pilot the process:** Test the enrollment transfer with one or two Community Education programs to identify errors, gaps, and needed adjustments.
 - **Train staff:** Provide training for Community Education staff on the new process and documentation for consistent use.
 - **Implement full rollout:** Expand the process to all Community Education programs and establish a routine schedule for enrollment transfers.
 - **Evaluate and improve:** Review reporting accuracy, staff workload, and student access outcomes; refine the system as needed.
- Responsible Party (One Sentence limit): This goal will be led collaboratively by the Information Technology (IT) Department, the Director of Community Education, and the Senior Program Services Specialist
Click or tap here to enter text.
- Timeline to Completion: Semester/Year: One and half years
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will evaluate success by confirming that Community Education enrollment data is consistently transferred into Banner each term and matches program rosters with minimal errors. We will also review whether the new process improves reporting, reduces manual tracking, and supports timely access to student services and resources.

Goal 2 (One Sentence Limit): By **December 30, 2027**, Community Education will develop a comprehensive expansion plan to increase short-term program offerings in high-demand and high-wage fields, including launching a Surgical Technology pathway, reinstating the

Phlebotomy program upon NHA approval, and revamping the Veterinary program. The plan will include labor market data, program requirements, staffing needs, employer partnerships, projected enrollment targets, and an implementation timeline.. [Click or tap here to enter text.](#)

- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:

This goal supports the college mission and Strategic Plan by expanding access to workforce training that leads to living-wage employment and strengthens economic mobility for our community. By increasing short-term offerings in high-demand and high-wage fields—such as Surgical Technology, Phlebotomy, and Veterinary—we are creating stronger career pathways that align with regional labor market needs and employer demand.

This goal also aligns with SLO/SAO results showing that students benefit from clear program structures, consistent instructional quality, and well-supported transitions into employment or continued education. Expanding and strengthening these programs will improve student outcomes by increasing completion, certification readiness, and workforce placement opportunities.

- Proposed Activity to Achieve Goal: **[Click or tap here to enter text.](#)**
 - Analyze labor market data and employer demand to confirm priorities in high-demand/high-wage fields (Surgical Technology, Phlebotomy, Veterinary).
 - Conduct feasibility and resource assessments for each program, including certification requirements, facilities, equipment, externships, staffing, and costs.
 - Reinstate the Phlebotomy program by completing required updates, securing NHA approval, and establishing a relaunch timeline.
 - Develop and refine program plans for Surgical Technology and the revamped Veterinary program, including curriculum structure and employer partnerships.
 - Strengthen clinical and externship partnerships to ensure quality placement opportunities for students.
 - Create a three-year implementation plan outlining milestones, enrollment targets, staffing needs, budget considerations, and evaluation measures.
- Responsible Party (One Sentence limit): This goal will be led collaboratively by the the Director of Community Education, and the Senior Program Services Specialist and the Dean.

[Click or tap here to enter text.](#)

- Timeline to Completion: Semester/Year: One and half years

- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
We will evaluate success by confirming that a comprehensive three-year expansion plan is completed, approved, and includes clear timelines, resource needs, and employer/externship commitments for Surgical Technology, Phlebotomy, and the Veterinary program. We will also track implementation progress through measurable outcomes such as program launch milestones, enrollment growth, completion rates, and student certification or workforce placement results.

Goal 3 (One Sentence Limit): By **June 30, 2027**, By **June 30, 2027**, Community Education will increase student success and retention rates in short-term programs by **5%** through strengthened onboarding, targeted tutoring, early intervention, and improved student support services. [Click or tap here to enter text.](#)

- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
Students in short-term Community Education programs will persist and successfully complete their program with the academic and support services needed to meet course requirements and career goals.

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results:

This goal supports the college mission and Strategic Plan by strengthening student success, persistence, and workforce readiness for students seeking rapid entry into employment. Improving success and retention in short-term programs also supports equitable access by reducing barriers that often impact adult learners, English language learners, and students balancing work and family responsibilities.

SAO results show that students are more likely to persist and complete when they receive structured onboarding, clear expectations, and consistent access to tutoring and student support services. By expanding these supports, strengthening early intervention practices, and improving connections to campus resources, we aim to increase retention and successful completion in short-term programs by 5% over the next three years.

- Proposed Activity to Achieve Goal: **Click or tap here to enter text.**
 - Continue and strengthen **mandatory orientations** to ensure students understand program expectations, timelines, and available support services.
 - Ensure all short-term students **apply to Gavilan** so they can access tutoring, counseling, and other student resources.
 - Expand **targeted tutoring support** for short-term certification courses, including structured referrals for students who need additional assistance.

- ☐ Implement **early alert and intervention practices**, where instructors identify students at risk and communicate needs to the Senior Program Services Specialist for follow-up.
 - ☐ Embed **job readiness and academic success strategies** (study skills, time management, and career readiness) into short-term programs.
 - ☐ Track **retention and completion data** each term to identify trends, barriers, and needed improvements.
 - Administer a **student satisfaction survey** each term to gather feedback on instruction, support services, and barriers to success.
- Responsible Party (One Sentence limit): This goal will be led collaboratively by the the Director of Community Education, and the Senior Program Services Specialist and the Dean.

Click or tap here to enter text.

- Timeline to Completion: Semester/Year: One and half years
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): We will evaluate success by comparing short-term program retention and completion rates each term to baseline data and confirming a 5% increase by June 30, 2027. We will also review student satisfaction survey results, tutoring usage, and early intervention follow-up data to determine which supports are improving student success.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Administrative Assistant
2. Request amount: \$80,000.00
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)
 - a. Goals 1-3Click or tap here to enter text.
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty☐
- Faculty Special Assignment or Reassigned Time☐
- Full-Time Classified Professional☒
- Part-Time Classified Professional or Student Worker☐

- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

The request for an Office Assistant is based on demonstrated operational need, continued program growth, expanded partnership coordination, and alignment with the department's strategic goals. Previously, externship coordination for Phlebotomy and Certified Medical Assisting (CMA) was outsourced at a rate of \$750 per student externship placement. With approximately 130 students served annually and an estimated 50% continuing on to externships, the contracted externship coordination expense totaled approximately \$48,750 per year. With the department's decision to bring these functions in-house to ensure greater quality control, compliance, and oversight, externship coordination will now require dedicated internal staffing capacity to manage documentation, employer communication, student tracking, and placement logistics.

Although the estimated cost of an Office Assistant at Step C, including benefits, is approximately \$80,000 annually, the position supports broader operational and strategic needs beyond externship coordination. The department is actively working to increase student retention and completion rates by 5%. As completion rates rise, the number of students eligible for and seeking externships will also increase, further justifying the need for a full-time position to support placements and maintain strong employer partnerships.

In addition, the department coordinates with external agencies such as the Department of Rehabilitation (DOR), Fresh Success, and other workforce partners who refer students into these programs. These partnerships require additional documentation, eligibility verification, reporting, invoicing, and ongoing communication, increasing administrative processing demands.

The department also manages a broad portfolio of Community Education courses—including painting, tai chi, notary, and other offerings (average annual enrollment: 300 students), in addition to healthcare program enrollments including the newly added EKG program. Increased enrollment has resulted in higher volumes of registration processing, payment management, and participant communications. Currently, many of these responsibilities fall to the Senior Program Services Specialist, limiting capacity for student intervention, program coordination, and expansion planning.

Prior to the COVID-19 pandemic, the department operated with a staffing structure that included a Director, Senior Program Specialist, Program Specialist, and Office Assistant. Currently, the Director is split between Community Education and Continuing Education, reducing available oversight capacity. A full-time Office Assistant is necessary to coordinate externships, sustain growth, strengthen partnerships, and support long-term student success.

Click or tap here to enter text.

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

At the moment, we do not.

Click or tap here to enter text.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

Additional classified professional support is essential to sustain program delivery, strengthen externship coordination, and ensure timely student services. This staffing request directly supports the college mission and strategic goals by increasing student success, retention, and completion in short-term programs, improving access to workforce training, and supporting students in completing programs that lead to employment and economic mobility.

Click or tap here to enter text.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Our program has prioritized building a workforce that reflects the communities we serve and is responsive to the needs of our continually changing student population. A central rationale for revamping our short-term healthcare programs was to move away from a contracted instructional model and hire faculty directly, allowing the District to recruit and retain instructors who are committed to student success and culturally responsive teaching.

In addition, we have intentionally hired a culturally representative group of instructors for our short-term certification programs, many of whom are bilingual and from the local community. This approach strengthens communication, increases student engagement, and supports a stronger sense of belonging for students.

We have also implemented mandatory orientations and improved onboarding practices to ensure students understand program expectations and are connected to Gavilan resources and support services. Together, these efforts support the District's goals of attracting and retaining faculty and classified professionals who reflect the make-up of our student body and are prepared to support equitable outcomes.

Click or tap here to enter text.

4. Are there program accomplishments/ milestones that have not been mentioned that

you would like to highlight? None at this time. **Click or tap here to enter text.**

5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

The Program Integrated Plan and Review (PIPR) process is comprehensive and provides a valuable opportunity for reflection and strategic planning. However, the document can be cumbersome to navigate, and formatting constraints often create technical challenges that make it difficult to clearly present narrative responses. Providing a more streamlined template with simplified formatting would improve usability and clarity. I understand that the current format serves as a temporary solution while CurricUNET is being fully implemented, and I appreciate the effort to make the process more manageable during this transition. Additionally, extending the timeline for completion would allow departments adequate time to gather data, consult with stakeholders, and provide more thoughtful and thorough responses. These adjustments would strengthen the overall quality and effectiveness of the review process.

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XVI - EXECUTIVE SUMMARY

Over the past three years, Community Education has experienced steady growth in enrollment, expanded workforce partnerships, and increased demand for short-term training programs that lead to rapid entry into employment. A major program highlight has been the restructuring of our healthcare short-term certifications to strengthen instructional quality, improve student support, and align more closely with industry expectations. The CMA program was revamped this year with newly hired faculty, and the Phlebotomy program is currently being updated and submitted to the National Healthcareer Association (NHA) for certification approval to allow for relaunch. In addition, the department added a new EKG program, a one-week course designed to prepare students for the national exam, which will be offered at least twice per semester and once during the summer. Through the ELL Health Care Grant, the program is also offering an EMT course as part of expanded workforce preparation.

The department has also strengthened student success practices by implementing mandatory orientations for short-term programs. These orientations ensure students apply to Gavilan College, gain access to campus resources, and receive tours and introductions to tutoring and support services. This enhanced onboarding has improved student readiness and provides a consistent structure for early intervention and targeted tutoring support.

Over the next three years, the program's goals are to (1) collaborate with IT to develop a system to transfer Community Education enrollment into Banner to improve tracking and reporting; (2) develop a comprehensive expansion plan for high-demand and high-wage programs, including Surgical Technology, reinstating Phlebotomy, and revamping the Veterinary program; and (3) increase retention and successful completion in short-term programs by 5% through strengthened onboarding, tutoring, early intervention, and student feedback processes. Together, these goals support equitable access, workforce readiness, and improved completion outcomes for the communities we serve.

Click or tap here to enter text.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.